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ABSTRACT

Emphasis in this teacher's guide and activities booklet is on helping students analyze common advertising techniques and propaganda devices in television, magazine, and radio commercials. The unit is intended for use on the sixth grade level and can be integrated into language arts and/or social studies curricula. The unit is presented in two sections. Section I focuses on advertising vocabulary. Objectives are to identify effective advertising words, pictures, and actions, identify words which appeal to senses, and recognize how sense appeal words are used in advertisements. Students are involved in a variety of activities including collecting and analyzing magazine advertisements, making collages, listing vocabulary words often found in advertisements, and filling in worksheets. Worksheets, quizzes, and answer sheets are also included. Section II concentrates on helping students understand how to develop advertisements. Specific objectives are to teach students how to write television commercials, design and carry out a public service advertising campaign, understand how propaganda relates to advertising, and recognize common propaganda devices. Activities involve students in compiling advertising books from magazines, tape recording advertisements for selected products, filling in worksheets, making up and advertising a product, recommending an animal or character to help popularize an advertising campaign, and making posters illustrating school, neighborhood, or public problems. (DB)

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USD 449
Easton, KS 66020

SP 012 769

Teacher's Guide

Developed by:

Debbie Bird

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PACKAGE RESUME FORM

Publication Date April 30, 1980 Level/Subject 6 Grade — Language Arts, Art and Reading

Title READ THIS, IT'S CATCHY

Author DEBBIE BIRD

Abstract These capsules include a collection of activities dealing with advertisements on T.V., radio, in magazines, advertising techniques and common propaganda devices. It establishes a perfect guide for creativity and learning about this area for the student and teacher.

The capsules combine research of products, designing art work and creating product lines. It gives the student the ability to use their own imagination, putting thoughts and design together on paper.

It is divided into two capsules, Capsule 1 dealing with effective words used in advertisements and how to put them on paper. Capsule 2 deals with developing ads.

Both capsules are a perfect tool for the student to let themselves go and use their imagination.

OBJECTIVES FOR CAPSULES 1 AND 2:

WHEN THE STUDENT HAS COMPLETED CAPSULE 1 AND 2 THEY WILL BE ABLE TO:

Identify effective words, pictures and actions use in T.V., radio, newspaper and magazine advertisements.

Recognize words that appeal to your senses in writing magazine, newspaper and radio advertisements.

Identify words that appeal to your senses.

Use words and actions imaginatively in writing T.V. commercials.

Design and perform a public service advertisement campaign.

Define the meaning of propaganda and how it relates to advertising.

Recognize the seven propaganda devices commonly used in advertising.

TO YOU! TO YOU! TO YOU! TO YOU! TO YOU! TO YOU! TO YOU! TO YOU! TO YOU! TO YOU!

This teacher's guide is designed with YOU in mind! It gives the opportunity for the student to go off on their own and use their imagination. In addition, it gives the teacher the opportunity to periodically review the student's work.

Both you and the student will enjoy many of the learning benefits from this capsule; it is easy to follow and lots of FUN!

FOR THE TEACHER----SPECIAL DIRECTIONS

You will want to read through both capsules in order to understand for yourself what the student will be doing. In your room you will need the following materials:

tape recorder

tapes

white paper

white construction paper

magic markers

crayons, colored pencils

magazines, newspapers

* Ad Book

dictionaries

pencils

scissors

rulers

radio (if available to you)

television (if available to you)

worksheets and self checks duplicated off for student use.

* see next page

AD BOOK

You will need to design an Ad Book cutting out advertisements from newspapers and magazines. Paste the ads to paper so that you have 10 - 12 pages full of advertisements. The paper you use should be durable, so that the students will not rip the pages. If there is a laminating machine available to you, it would help to prevent this from happening.

Step 1 -- Collect 10 -12 old magazines and 3 - 4 old newspapers.

Step 2 -- Look through each and cut out advertisements that deal with soda pops, cars, toys, cameras, restaurants, household cleaning ads. Examples: soda pop, Coke
car, Toyota, Ford
camera, Kodak
restaurant, McDonalds

Step 3 -- Paste, using rubber cement, advertisements on paper. Only put 1 - 2 ads on a page.

Step 4 -- (optional) Laminate

Step 5 -- Fasten together all the pages of the Ad booklet

Step 6 -- Make a front cover and label it AD BOOK.

PREREQUISITES

The student should begin in sequencial order, begining with Capsule 1 before doing Capsule 2.

In doing Capsule 2, the student should have some skills in researching and able to look up materials.

The student should be able to read at an intermediate level.

The student will need to know how to use a tape recorder.

The student needs to be creative and able to express it.
(The author feels this prerequisite is one skill the student must have in order to do this capsule with any success)

ABOUT SELF CHECKS

The self checks in both capsules are not to be graded and have no point value. They are only a source for the student to see their progress through-out the capsules.

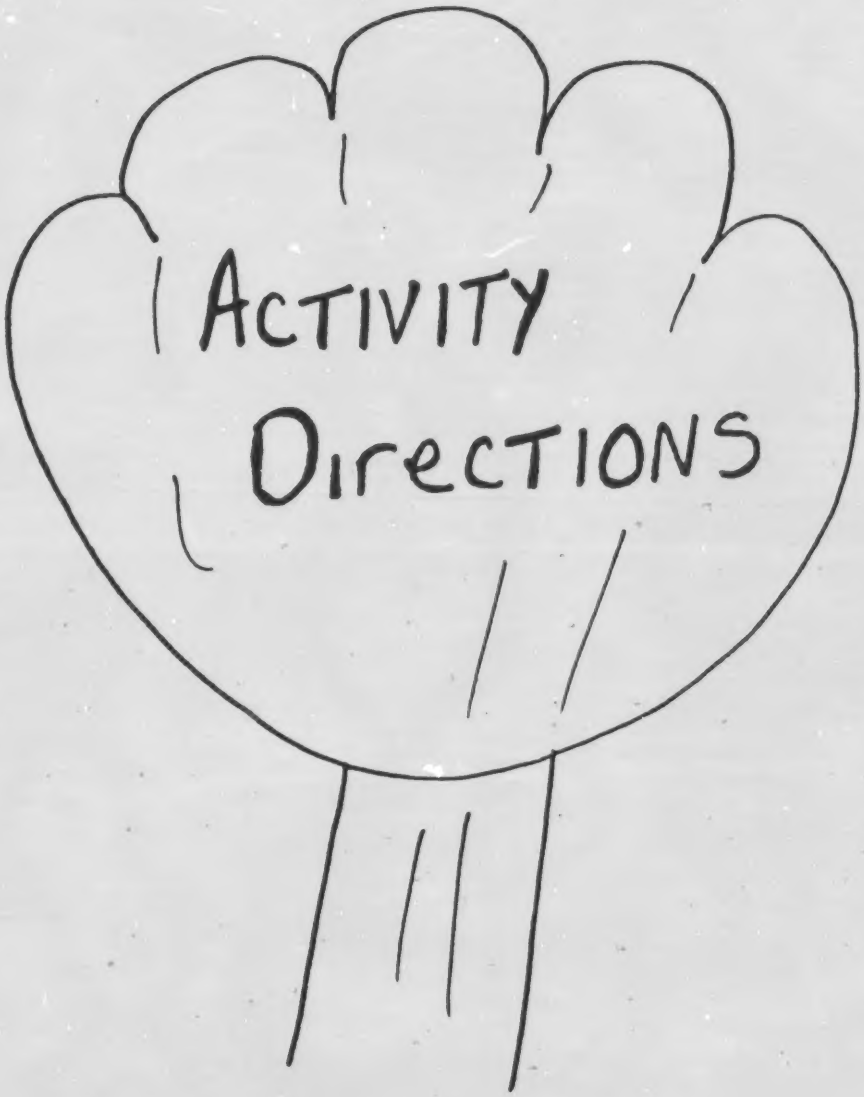
USING THE STUDENT CHECK OFF SHEET

The CHECK OFF sheet is included to help the teacher and student record the progress and completion of activities. Each activity's worth is determined in points. The teacher will decide the points awarded to the student by each activity completed. Each pre and post test is also determined in points with each question worth so much.
The total points earned at the end of the capsule will determine the grade given by the teacher.

SUGGESTED GRADING SCALE FOR EACH CAPSULE

POINTS	GRADE
300 - 280	= A
279 - 265	= B
264 - 250	= C
249 - 230	= D
229 - ↓	= U

Special Hints ....



SECTION 1

Activity 1

The student will need to answer questions on a sheet of paper and be prepared to discuss their answers with you.

Question #4 -- The term "effective" means making a striking impression.

Question #5 -- Effective words the student should list are high action and descriptive words.

SECTION 2

Activity 5

The student will ask for worksheet 1, you should have it duplicated off to give to the student. They will need to list action words under each sense.

Activity 6

Some high action words in the advertisement are: delicious, zam, sha-zam.

Activity 8

The student should look for slogans like, "Coke adds life", "Join the Pepsi generation".

Activity 9

The student will be making an advertisement to fit in a magazine.

SECTION 3

Activity 11

The student will be making a tape of their commercial and handing it in for you to listen to. Listen for enthusiasm and expression, how well does the student sell the product or service.

SECTION 4

Activity 13

The student will be making a list of 10 reasons why their problem is a problem. Make sure they have listed definite reasons and they are understandable.

Activity 15

The student will pick 1 of the 4 to do a project on. Look for creativity, neatness and quality.

SECTION 5

Look over the 7 propaganda devices, page 34, in the student's guide and make sure you understand each one.

Activity 16

Make sure the student understands each propaganda device and can site examples.

Activity 17

The student should be able to tell which device is in their advertisement. If they can not do this, have them go back over each device before taking the self check.

QUEST

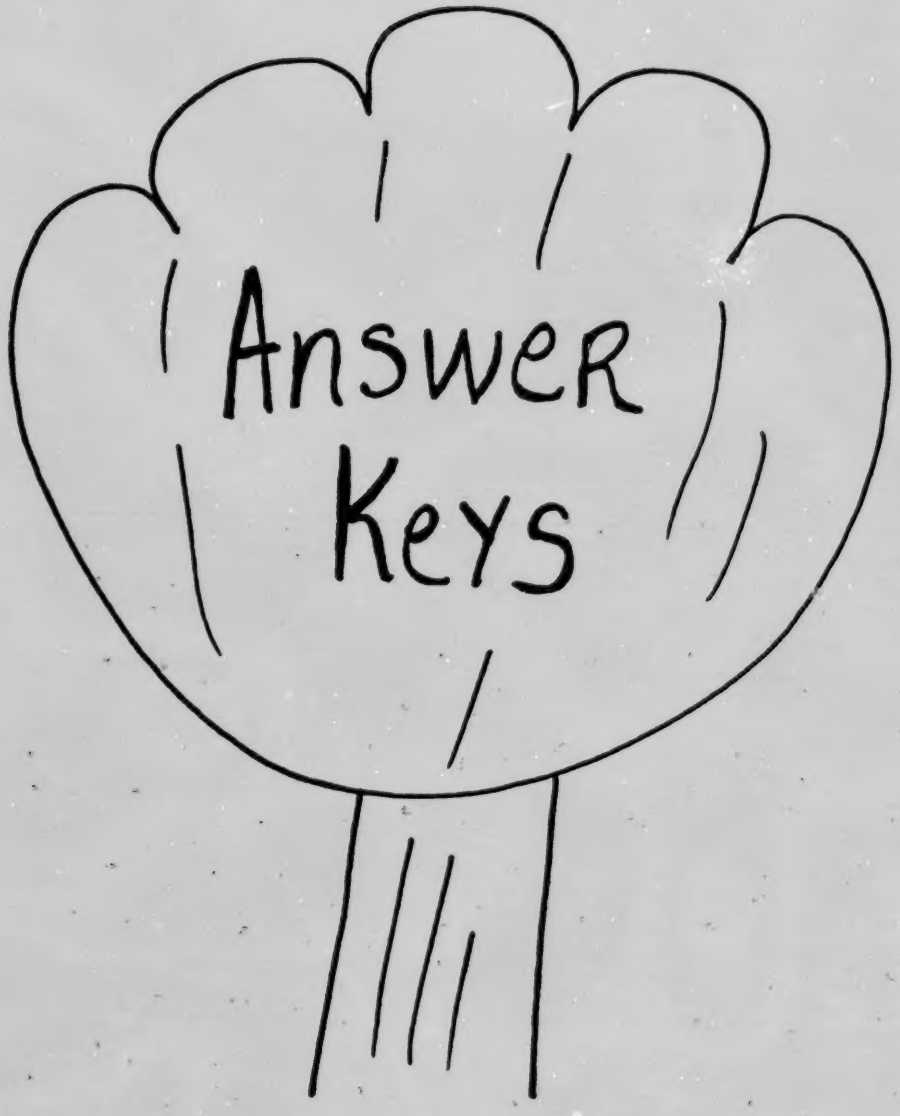
If the student performs well on Capsules 1 and 2 and shows an interest in advertising, you will want them to go on to the Quest for indepth research on this subject.

The Quest activities have been designed for the student who can organize and has developed research skills. The time span for the activities should be over a 1 - 2 week period.

When you have decided the student will go on to the Quest, let them read over the activities and make a choice on which one they would be interested in completing. You will want to meet with them to talk over their decision and sign the contract form.

After this has been completed, let the student do their own thing, but with you checking in from time to time making sure they are completing what they had set out to accomplish.

When the student has completed the Quest, your class may be interested in their findings. The student may want to give an oral report on what they found out.


Answer
Keys

answers

PRE-TEST

CAPSULE 1

1. Make a list of effective words used in advertising.

fizz
glorious
beautiful
comfortable
aroma
sweet

answers may vary

2. Categorize the list of effective words in #1 that appeal to your senses.

feeling	hearing	sight	smell	taste
comfatable	fizz	beautiful	aroma	sweet

3. Write a car advertisement using effective words that would appeal to your senses.

ad must have effective (action) words in it.

4. How do slogans and effective pictures in advertisements get consumers to buy a product or service?

they catch the consumers eye or ear, the advertisement must be appealing.

5. Name 4 commercials you have found on T.V. to be convincing to you.

answer may vary.

SELF CHECK 1 answers

This self-check is for YOU – to see how much you can remember from Section 1.

1. What are some of the effective words used in advertisements? List 5.

any words that are high action words – fizz, beautiful, glorious, new, zing

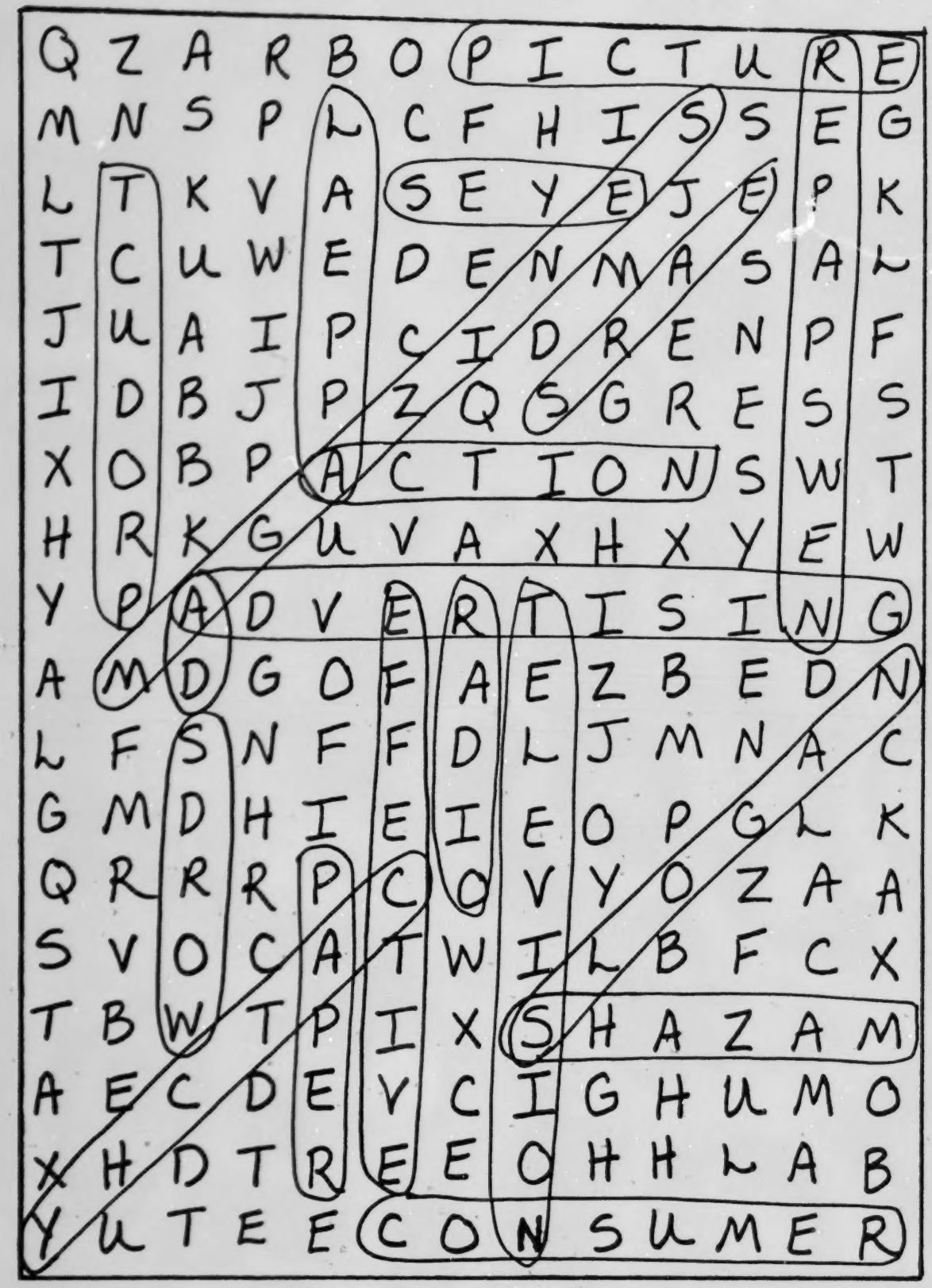
2. Define the word "effective" in your own words.

making a striking impression

When you have completed this self-check, take to your teacher with your completed activities from Section 1.

answers

SELF CHECK #2 — — WORD SEARCH


Q Z A R B O P I C T U R E
M N S P L C F H I S S E G
L T K V A S E Y E J E P K
T C U W E D E N M A S A L
J U A I P C I D R E N P F
I D B J P Z Q S G R E S S
X O B P A C T I O N S W T
H R K G U V A X H X Y E W
Y P A D V E R T I S I N G
A M D G O F A E Z B E D N
L F S N F F D L J M N A C
G M D H I E I E O P G L K
Q R R R P C O V Y O Z A A
S V O C A T W I L B F C X
T B W T P I X S H A Z A M
A E C D E V C I G H U M O
X H D T R E E O H H L A B
Y U T E E C O N S U M E R

Worksheet 1

examples for teacher

Seeing	Taste	Feel	Smell	Hearing
beautiful	delicious sweet	comfortable	aroma	fizz plop

answers

POST TEST

CAPSULE 1

1. Define "effective" in your own words.

making a striking impression

2. Make a list of effective words used in advertising.

fizz
beautiful
sweet

answers may vary

3. Categorize the list of effective words in #2 that appeal to your senses.

sight	hearing	taste	smell	feeling
beautiful	fizz	sweet		

4. Write a candy bar advertisement using effective words that would appeal to your senses.

ad must have effective (action) words in it.

5. How do slogans and effective pictures in advertisements get the consumers to buy a product?

they catch the consumers eye or ear, the ad must be appealing.

answers

PRE - TEST

CAPSULE 2

1. What is public service advertising? Circle the correct answer.

   a. advertising the public

   (b.) advertising a public-service to the public

   c. a service in an advertising agency

2. Define the word Propaganda in your own words.

a method used to influence people to believe certain ideas

3. Look at the list below, put an X by those that are propaganda devices.

X NAME CALLING

X TRANSFER

X BAND WAGON

HALTING

X PLAIN FOLKS

X TESTIMONIAL

X CARD STAKING

CAR HAILING

STATEMENT OF TRUTH

X GLITTERING GENERALITY

4. In question #3 you put an X by the propaganda devices. Take 3 of the devices and give an example of each.

refer to page 34 of the students guide for answers

4.

5. Name a public service campaign you have recently heard.

answers may vary.

Self Check 3 answers

This self check is only to see how much you remember from Section 3 . . . .

1. What is a public service campaign?

advertising a public service

2. Give an example of a public service campaign?

Keep America Beautiful
Only you can prevent forest fires
Don't smoke, it's a yoke

3. When might a public service campaign be used?

a problem within the community —
- smoking
- littering
- driving too fast

When you have completed this self check take to your teacher to be checked.

Self Check 4 answers

This self check only is to see how much you remember from Section 5 . . . . .

1. Define Propaganda in your own words.

a method used to influence people to believe certain ideas.

2. Name 4 propaganda devices and list examples.

refer to page 34 of the students guide for answers.

When you have completed this self check, take to your teacher to be checked . . . . . .

answers

POST - TEST

CAPSULE 2

1. What is public service advertising? Circle the correct answer.

   (a.) advertising a public-service to the public

   b. advertising the public

   c. a service in an advertising agency

2. Name a public service campaign you have recently heard.

answers may vary

3. Define the word Propaganda in your own words.

a method used to influence people to believe certain ideas.

4. Look at the list below, put an X by those that are propaganda devices.

X NAME CALLING

X GLITTERING GENERALITY

X TRANSFER

STATEMENT OF TRUTH

X BAND WAGON

CAR HAILING

HALTING

X CARD STAKING

X PLAIN FOLKS

X TESTIMONIAL

5. In question # 4 you put an X by the propaganda devices. Now, take 4 of those devices and give examples of each.

refer to page 34 of the students guide for answers.

WORD SEARCH

Q	O	R	G	A	N	I	Z	E	F	C	X
U	L	T	Y	U	A	B	Y	N	I	O	O
A	G	E	N	C	Y	X	T	S	E	L	P
L	S	E	R	U	L	N	L	E	L	L	P
I	L	R	A	C	O	P	A	R	D	E	O
T	X	C	R	E	A	T	I	V	E	G	R
I	L	M	C	N	A	A	C	I	C	E	T
E	B	L	A	P	I	F	E	C	E	D	U
S	C	N	R	D	B	L	P	E	G	H	N
A	D	V	E	R	T	I	S	I	N	G	I
D	I	M	E	L	M	C	U	N	O	P	T
V	R	Y	R	K	I	S	P	Q	Y	T	I
E	Z	X	B	L	C	U	P	U	C	V	E
R	A	J	B	F	B	R	L	G	N	I	S
T	D	U	E	L	O	T	Y	H	E	L	W
I	P	B	I	D	V	N	B	C	G	U	B
S	A	C	U	M	A	X	U	F	A	T	O
E	B	C	N	R	E	T	A	I	L	E	R
X	T	L	Q	U	A	L	I	T	I	E	S

Record
Sheets

CHECK OFF

30 rc

NAME _____

PRE TEST _____(100 pts.)

POST TEST _____(100 pts.)

SECTION	REQUIRED	OPTIONAL	DATE	TOTAL POINTS	TOTAL EARNED	COMMENTS
1	1			10		
		2		10		
		3		10		
		4		10		
2	5			10		
	6			10		
	7			10		
	8			10		
	9			20		
TOTAL POINTS EARNED IN CAPSULE				300		

CHECK OFF

NAME _____

PRE TEST _____ (100 pts.)

POST TEST _____ (100 pts.)

SECTION	REQUIRED	OPTIONAL	DATE	TOTAL POINTS	TOTAL EARNED	COMMENTS
3		10		10		
		11		10		
		12		10		
4	13			10		
	14			10		
	15			20		
5	16			20		
	17			10		
TOTAL POINTS EARNED				300		

APPENDIX

PRE-TEST

ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR ABILITY. THIS TEST ONLY MEASURES HOW MUCH YOU KNOW BEFORE YOU GET STARTED.

EACH QUESTION IS WORTH 20 POINTS

TOTAL POINTS.....100 POINTS

NAME _____

TOTAL PIONTS _____

PRE-TEST

CAPSULE 1

1. Make a list of effective words used in advertising.

2. Categorize the list of effective words in #1 that appeal to your senses.

feeling	hearing	sight	smell	taste

3. Write a car advertisement using effective words that would appeal to your senses.

4. How do slogans and effective pictures in advertisements get consumers to buy a product or service?

5. Name 4 commercials you have found on T.V. to be convincing to you.

SELF CHECK 1

rc

This self-check is for YOU – to see how much you can remember from Section 1.

1. What are some of the effective words used in advertisements? List 5.

2. Define the word "effective" in your own words.

When you have completed this self-check, take to your teacher with your completed activities from Section 1.

SELF CHECK #2 — — WORD SEARCH

rc

Q	Z	A	R	B	O	P	I	C	T	U	R	E
M	N	S	P	L	C	F	H	I	S	S	E	G
L	T	K	V	A	S	E	Y	E	J	E	P	K
T	C	U	W	E	D	E	N	M	A	S	A	L
J	U	A	I	P	C	I	D	R	E	N	P	F
I	D	B	J	P	Z	Q	S	G	R	E	S	S
X	O	B	P	A	C	T	I	O	N	S	W	T
H	R	K	G	U	V	A	X	H	X	Y	E	W
Y	P	A	D	V	E	R	T	I	S	I	N	G
A	M	D	G	O	F	A	E	Z	B	E	D	N
L	F	S	N	F	F	D	L	J	M	N	A	C
G	M	D	H	I	E	I	E	O	P	G	L	K
Q	R	R	R	P	C	O	V	Y	O	Z	A	A
S	V	O	C	A	T	W	I	L	B	F	C	X
T	B	W	T	P	I	X	S	H	A	Z	A	M
A	E	C	D	E	V	C	I	G	H	U	M	O
X	H	D	T	R	E	E	O	H	H	L	A	B
Y	U	T	E	E	C	O	N	S	U	M	E	R

JUST A REMINDER .....

When you have completed SELF CHECK #2, go back through this Capsule #1 making sure you understand effective words, pictures and actions, and how they are used in advertising.

After you have looked through Capsule 1, go to your teacher and ask for a post test.

(attach to self check #2)

Worksheet 1

rc

Seeing	Taste	Feel	Smell	Hearing

rc

POST TEST

ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR ABILITY. THIS TEST MEASURES HOW MUCH YOU LEARNED FROM THIS CAPSULE.

EACH QUESTION IS WORTH 20 POINTS

TOTAL POINTS ..... 100 POINTS

NAME _____

TOTAL POINTS _____

rc

POST TEST

CAPSULE I

1. Define "effective" in your own words.

2. Make a list of effective words used in advertising.

3. Categorize the list of effective words in #2 that appeal to your senses.

4. Write a candy bar advertisement using effective words that would appeal to your senses.

5. How do slogans and effective pictures in advertisements get the consumers to buy a product?

PRE-TEST

ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR ABILITY. THIS TEST ONLY MEASURES HOW MUCH YOU KNOW BEFORE YOU GET STARTED.

EACH QUESTION IS WORTH 20 POINTS

TOTAL POINTS.....100 POINTS

NAME _____

TOTAL PIONTS _____

PRE - TEST

CAPSULE 2

1. What is public service advertising? Circle the correct answer.

   a. advertising the public

   b. advertising a public-service to the public

   c. a service in an advertising agency

2. Define the word Propaganda in your own words.

3. Look at the list below, put an X by those that are propaganda devices.

   NAME CALLING

   TRANSFER

   BAND WACON

   HALTING

   PLAIN FOLKS

   TESTIMONIAL

   CARD STAKING

   CAR HAILING

   STATEMENT OF TRUTH

   GLITTERING GENERALITY

4. In question #3 you put an X by the propaganda devices. Take 3 of the devices and give an example of each.

CONTINUED

rc

4.

5. Name a public service campaign you have recently heard.

Self Check 3

rc

This self check is only to see how much you remember from Section 3 . . . .

1. What is a public service campaign?

2. Give an example of a public service campaign?

3. When might a public service campaign be used?

When you have completed this self check take to your teacher to be checked.

Self Check 4

rc

This self check only is to see how much you remember from Section 5 . . . . .

1. Define Propaganda in your own words.

2. Name 4 propaganda devices and list examples.

When you have completed this self check, take to your teacher to be checked . . . . . .

rc

POST TEST

ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR ABILITY. THIS TEST MEASURES HOW MUCH YOU LEARNED FROM THIS CAPSULE.

EACH QUESTION IS WORTH 20 POINTS

TOTAL POINTS ..... 100 POINTS

NAME_____

TOTAL POINTS_____

POST - TEST

CAPSULE 2

1. What is public service advertising? Circle the correct answer.

   a. advertising a public-service to the public

   b. advertising the public

   c. a service in an advertising agency

2. Name a public service campaign you have recently heard.

3. Define the word Propaganda in your own words.

4. Look at the list below, put an X by those that are propaganda devices.

   NAME CALLING

   GLITTERING GENERALITY

   TRANSFER

   STATEMENT OF TRUTH

   BAND WAGON

   CAR HAILING

   HALTING

   CARD STAKING

   PLAIN FOLKS

   TESTIMONIAL

CONTINUED rc

5. In question # 4 you put an X by the propaganda devices. Now, take 4 of those devices and give examples of each.

CONTRACT

I, _____ (name) will complete Quest activity 1 or 2 by _____ (DATE).

I agree to complete the activities to the best of my ability and as neat as can be.

_____

_____
comments

_____
Teacher's signature

_____
Student signature

_____
Date

WORD SEARCH

Quest

rc

Q	O	R	G	A	N	I	Z	E	F	C	X
U	L	T	Y	U	A	B	Y	N	T	O	O
A	G	E	N	C	Y	X	T	S	E	L	P
L	S	E	R	U	L	N	L	E	L	L	P
I	L	R	A	C	O	P	A	R	D	E	O
T	X	C	R	E	A	T	I	V	E	G	R
I	L	M	C	N	A	A	C	I	C	E	T
E	B	L	A	P	I	F	E	C	E	D	U
S	C	N	R	D	B	L	P	E	G	H	N
A	D	V	E	R	T	I	S	I	N	G	I
D	I	M	E	L	M	C	U	N	O	P	T
V	R	Y	R	K	I	S	P	Q	Y	T	I
E	Z	X	B	L	C	U	P	U	C	V	E
R	A	J	B	F	B	R	L	G	N	I	S
T	D	U	E	L	O	T	Y	H	E	L	W
I	P	B	I	D	V	N	B	C	G	U	B
S	A	C	U	M	A	X	U	F	A	T	O
E	B	C	N	R	E	T	A	I	L	E	R
X	T	L	Q	U	A	L	I	T	I	E	S

BIBLIOGRAPHY

This capsule was designed for the student to work at their desk without having to look up or use any outside information. (books, films)

THE
END
DRB

read

THIS

it's

Project COST
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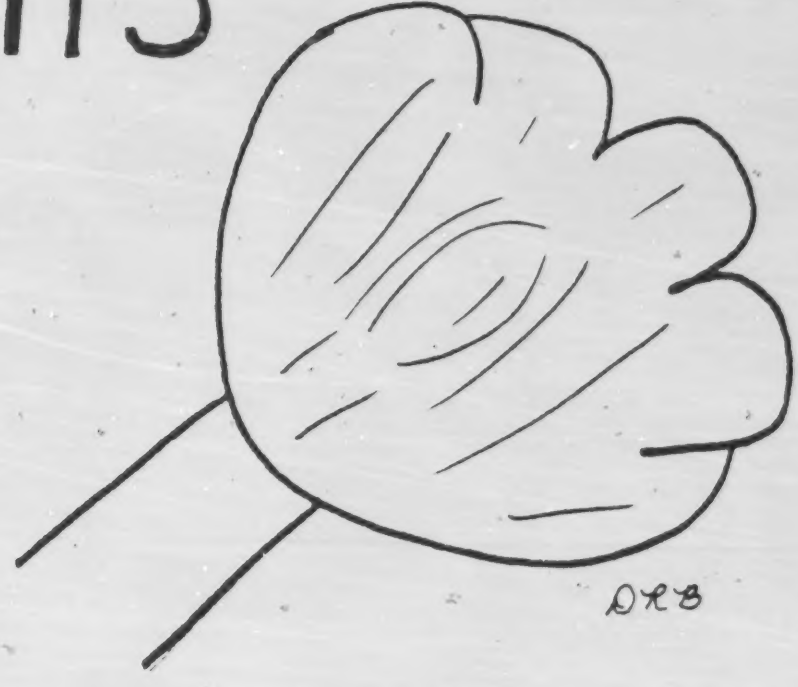
Kansas State Dept. of Education
USD 449
Easton, KS 66020

Student Materials



Capsule 1

Developed by:

Debbie Bird

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Introduction . . . . .

. . . . And now, another word from your sponsor - - - -

"PLOP, PLOP, FIZZ, FIZZ, oh- - - - what a relief it is!"

You must hear this ad, 100's of times over the television each week.

"Gee — your hair smells terrific!" is another one of those catchy sayings.

What words catch our ear, what images catch our eye!

In this capsule you will learn how to use different words in ads for T.V., magazines, newspaper and radio, and develop them creatively.

Are you ready to begin, turn to the next page for very important directions ⟶

Directions . . . . before you get started . . . . .

Before you begin this package you will want to make a folder out of construction paper, print your name on the front and in large letters "ADVERTISING." Keep all the activities that you do in your folder, with your check-off sheet. You are responsible for all activities completed and for the check-off sheet.

After each section, you will be given instructions telling you what to do. This is an independent guide, so be sure you follow all directions.

When you have read all the directions and made your Advertising folder, go to your teacher and ask for a pre-test. After you have completed it, take to your teacher to be graded ⟶ You then may begin with Section 1.

Section 1

OBJECTIVE ----

Identify effective words, pictures and actions used in T.V. and radio advertisements.

Introduction ....

There are many different words and pictures, actions in advertisements that catch our eye. We then, become very interested in that certain product or service.

In this section you will learn how to focus attention on certain words, pictures and actions in advertisements and use them effectively.

Directions - - - -

Complete all the activities below. Write out answers on a sheet of paper. When you are done, show them to your teacher and discuss your answers.

ACTIVITY

LOOK THROUGH THE AD BOOK -- AFTER YOU HAVE READ ALL THE ADS, ANSWER THESE QUESTIONS ON A SHEET OF PAPER. BE SURE TO PUT YOUR NAME ON YOUR PAPER!

1. Would members of your family be interested in these ads?
2. How do ads like these affect your family?
3. Think of some ads you have seen for soft drinks, cars, games, cereals, sporting goods and pet foods.
   a) Which do you like the best?
   b) How can you explain your choice of a favorite advertisement? Is it colorful, funny, interesting?
4. Look up the word "effective" in the dictionary, what does it mean?
5. Make a list of effective words used in advertisements. Can you list effective words not used in the advertisements in this book?

After you have completed Activity 1, and have checked with your teacher, do 1 of the following activities.

ACTIVITY

Describe an ad used for cereal that you have seen on T.V. Why did you or did you not like it? Write a 1 page explanation including effective words.

.. or ..

ACTIVITY

Do you know a commercial that contains a song? With 2 others get together, act out and sing for the class. Check with your teacher for a time.

.. or ..

ACTIVITY

There are many commercials on T.V. Get together with some friends and dramatize a commercial for the class. Assign parts and practice. Check with your teacher for a time to do your commerical in front of the class.

--- Now → go to your teacher and ask for a self check! (# 1)

Section 2

OBJECTIVES ----

.... Identify words that appeal to your senses.

.... Recognize these words in writing magazine, newspaper, T.V. and radio advertisements.

Introduction - - - -

FIZZ ↔ PLOP

Do these words appeal to your senses, they do mine! They catch my eyes, my ears and are fun to say! Descriptive words such as yummy, delicious, glorious and the action words get the listener to become attentive and want to buy the product.

What words appeal to YOUR senses – what makes YOU want to buy a product?

In this grouping of activities, you will learn to recognize and apply these words in writing magazine, newspaper, T.V and radio advertisements.

You must complete all of these activities — write your answers on a sheet of paper. When you are finished, show them to your teacher.

ACTIVITY 5

In Section 1 you made a list of action words used in advertisements. Get worksheet 1 from your teacher. Which of these words appeal to your sense of sight, taste, touch, smell, and hearing. Write each of these under the sense that the word appeals to.

ACTIVITY 6

Look at the ad on the next page. What words in this advertisement appeal to you? Make a list on a sheet of paper. Tell why these words appeal to you. Be sure to put your name on your paper and label it activity 6.

ACTIVITY 7

Write an advertisement for a car, soda pop, or cake mix. What words would you use to describe them?

A DELICIOUS CHOCOLATE BAR —
WITH AN ACTION PACKED
ZAM IN EVERY BITE

IT GIVES SUPERMAN
the SHA-ZAM
he NEEDS!

What makes an ad? Well — we have learned so far that ads have action words and effective words. We know that ads are used to influence the consumer to buy a product or use a service. But what else is there to an ad that helps convice you to buy?
Get the ad book, look at these ads and then do the rest of the activities in this capsule.

ACTIVITY

Look through the ad book and pick out 2 pictures, list on a sheet of paper the character or lettering used and tell why.
Then, using the same ads, look for slogans---------- How do these slogans get the consumer's attention and influence you to buy?

Complete all of the activities when you are finished, hand in to your teacher your completed project.

ACTIVITY

A. Make up a product and name it!

B. What are some of the words you could use to describe your product. Make a list on a sheet of paper.

C. Now describe your product in a few sentences, to be used in your ad.

D. Draw a picture that will be appealing to you, and that will be used in your advertisement.

*(MAKE SURE YOU HAVE A GOOD CATCHY SLOGAN AND DRAWING THAT WILL APPEAL TO PEOPLE)

E. On a sheet of poster board or large sheet of white paper make a final copy of the advertisement including your slogan, description and drawing of your product. Make sure you have gone through all the steps of completing your project. Is it ready to be submitted to the publishers of TIME magazine?

When you have completed ACTIVITY 9 — go to your teacher and ask for a self check. (# 2)

When you have finished .....

After you have completed the last section of this capsule and it has been graded by your teacher, ask for the post-test. If you want to look over the material covered in this capsule, you may do so before taking it.

THE
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read

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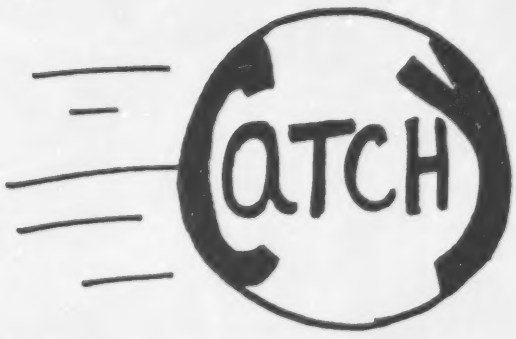

Capsule 2

Dereloped by Debbie Bird

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Introduction . . . . .

. . . . And now, another word from your sponsor - - - -

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Review --

In capsule 1 we learned about effective words and actions used in advertisements and how they appeal to our senses. What are some effective words used in advertisements? Can you think of some?

.... Are you ready to begin capsule 2?

Turn the page to begin →

Section 3

OBJECTIVE - - - -

Use words and actions imaginatively in writing a television and radio commercial.

Introduction ----

How creative are YOU? Have you ever watched or listened to a T.V or radio commercial and felt you could do a better job? The producers and writers didn't use words or actions imaginatively in the ad. In this section you will be able to do just that, develop your own creativity in writing television and radio commercials.

Can't wait to get started, HUH? ⟶ Let's GO !!

You must read the commercial script silently – after you have read it to yourself – go to your teacher and read it orally – with expression! (of course)

When you have met with your teacher complete 2 of the following activities . . . .

ACTIVITY

Watch television or listen to the radio. Watch and listen to the radio or T.V. and listen for the different commercials. Write a summary on a commercial and develop a script dealing with one commercial you heard.

ACTIVITY

You have developed your own product in Capsule 1. Make up a script. Practice orally to yourself and then to a friend. Tape your commercial on the tape recorder and hand in the tape to your teacher. You may use as many different sounds and resources as you can find. Be sure to ask your teacher for help if you need it.

turn the page for ACTIVITY 12 →

T.V. Commercial Script

HUSBAND - Look, Martha, I have brown coffee stains all over my teeth!!

WIFE - You ought to use "Clean Teeth" - it removes stubborn stains from your teeth.

HUSBAND - I guess I can't lose, I'll try anything.

(Husband brushes teeth and then they are sparkling white!)

HUSBAND - You were right, honey, my teeth DO sparkle and my breath smells minty fresh. What a wonderful toothpaste!!

WIFE - Yes, it is!

NARRATOR - Try, CLEAN TEETH, for the sensation of your life!

ACTIVITY

Think of a product that would exist in the year 2000.

Advertise this product by writing a script.

When you are finished with these activities, make an appointment to see your teacher. Make sure you have completed all the activities neatly.

Section 4

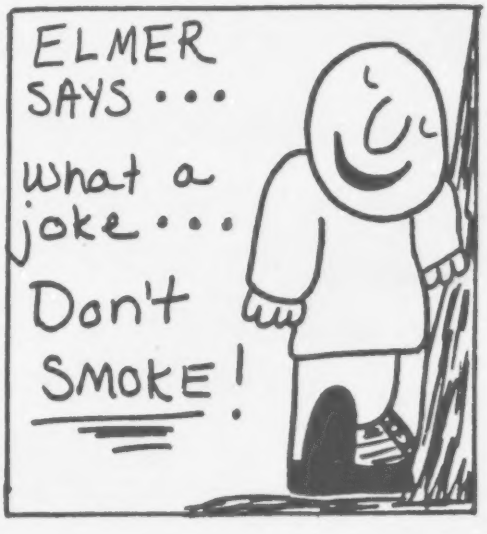
OBJECTIVE ----

Design and perform a public service advertising campaign.

Read . . . .

WHAT IS A PUBLIC SERVICE CAMPAIGN? (YOU ARE PROBABLY ASKING)--
IT IS A METHOD IN WHICH YOU ARE ADVERTISING A PUBLIC-SERVICE
TO THE PUBLIC. (A GROUP OF PEOPLE)
"SMOKING IS HAZARDOUS TO YOUR HEALTH"
"HELP KEEP AMERICA BEAUTIFUL".,.....ARE JUST A FEW EXAMPLES.

YOU ALSO HAVE PROBABLY HAVE SEEN SIGNS ADVERTISING A PUBLIC
SERVICE USING A CHARACTER, LIKE SMOKEY THE BEAR, THE LITTER BUG,
AND ELMER.



Complete all of the following activities . . . .

ACTIVITY 13

Can you think of a problem in your school or neighborhood? Write it down on a sheet of paper. List 10 reasons why it is a problem. Turn this in to your teacher.

ACTIVITY 14

Elmer is character used to help sell an idea and appeal to an advertising campaign. In Activity 13, you listed a problem or problems in your neighborhood or school. Now -- think of a character you can use to sell your campaign. Draw your character on a sheet of white paper and color. Show your character to your teacher and explain why this character will help sell your campaign.

ACTIVITY 15

With all the information you have, plan a public service campaign about a problem in your neighborhood, school or city. You may use the ideas you have already developed or think of another idea for your campaign

Do one of the following:

a. Make a poster explaining your school's problem and what the public can do to help.

b. Write an article for the newspaper.

c. Make a bumper sticker for a car.

d. Write 2 radio announcements. Make sure you have a good catchy slogan!

When you are finished share your campaign with your teacher and ask for a self check. (#3)

Section 5

OBJECTIVES - - -

.... Define the meaning of propaganda and how it relates to advertising.

.... Identify the seven propaganda devices commonly used in advertising.

Introduction . . . .

Propaganda? What is it?

There are so many different devices, ad agencies, T.V., radio, newspapers and magazines use to advertise their products. We should know about these certain techniques in order not to get "ripped off."

In this section, you will learn what propaganda is, the seven devices and how they are used.

Propaganda is a word coming from Latin, meaning to spread the doctrines of the church in other countries. The word today explains a method used to influence people to believe certain ideas.

In advertising, propaganda is used to sell products through printed material and word-of-mouth. Some devices used are: newspapers, radio, magazines, television, billboards and letters mailed out to customers.

On the next page are a list of seven propaganda devices commonly used in advertising. You should be aware of the different methods in order not to be tricked by them.

Read . . . .

1. NAME CALLING -- a labeling device, depending on a person's prejudices.
2. GLITTERING GENERALITY -- this method does not give specific information about the product or service. "The car runs good."
3. TRANSFER -- to sell a product giving a favorable reputation. Example: American flag, Mom's Apple Pie.
4. TESTIMONIAL -- a well-known person is selling a product or idea. Example: Movie star, celebrity in your town.
5. PLAIN FOLKS -- a service or product being sold to the common people.
6. CARD STAKING -- giving only good facts about a product and not selecting the bad facts. "Coke, it's the real thing." No one ever tells you about the harmful chemicals in Coke.
7. BAND WAGON -- trying to sell a product to the public on the idea that "everyone is doing it".

Complete all of the following--

ACTIVITY 16

Read about the 7 propaganda devices again on page 34 - think about what each one means to you! THEN----------

Find an example of each propaganda device. You may use newspapers, magazines, the radio and T.V. for resources. Cut out and paste on a sheet of paper, or document where you found each. Make a poster of your examples and hang in your classroom.

ACTIVITY 17

Now look at the advertisements you created in Capsule 1 and Section 3 and 4 of this capsule. Did you use any of these propaganda techniques in your ad? Explain on a sheet of paper and give to your teacher.

After you have completed the activities, take them to your teacher to be checked and ask for a self check. (# 4)

When you have finished .....

After you have completed the last section of this capsule and it has been graded by your teacher, ask for the post-test. If you want to look over the material covered in this capsule, you may do so before taking it.

THE
END
DRB

Quest

CONGRATULATIONS!

You have been given the opportunity to learn beyond what you already have learned in both of the Advertising capsules. Your teacher feels you have the ability and knowledge to do research in this subject area.

Read over both Quest activities and decide which one would be of interest to you.

When you have done that, go to your teacher and complete a contract form and then....

GET TO WORK - - - →

QUEST 1

You have been given $10,000 to advertise your product.

Plan an advertising campaign dealing with your product ----------

1. What product do you want to advertise! (make one up of your own?)
2. What types of media will you use to advertise this product? (radio, T.V., newspaper, billboards, magazines, etc.)
3. Pick one media and research the cost of that particular one. (Call stations, write letters,...)
4. Will the certain types of media you chose reach ALL the people who will use your product?

Think about the questions I have asked you, get out a piece of paper and jot down some of your ideas.

You will want to plan an advertising campaign, making a booklet on all your findings. Make a budget listing where all your money will be going.

Will you have money left over? Why or why not?

QUEST 2

ADVERTISING CAREERS

The field of advertising offers many career opportunities for the young adult. Someone wanting to look into different career opportunities must possess qualities in curiosity, creativity and able to organize a problem. They also must have a good education, college background and able to speak and write well. If this capsule interested you in any way, you might be perfect candidate for a job in the advertising profession.

The advertising industry is divided into 4 main parts:

1. advertisers
2. advertising agencies
3. media organizations
4. advertising service, supply, specialty houses

Advertisers include retailers, distributors and manufactures, people or companies who want to advertise a product or service to the public directly. These people will have a separate department set up in their company just to advertise this product or service.

Advertising agencies are companies that only specialize in advertising for YOU. They sell advertisements to customers that want to sell a product or service to the public.

Media organizations are made up of broadcasting stations,(radio, T.V.) publications (newspapers, magazines) and direct mail houses.

Advertising service, supply and specialty houses give many different kinds of services to the other groups. A few examples of these services are: engravers, art studios and printers.

If you would like to find out more about the career opportunities in the field of advertising write: American Association of Advertising Agencies
420 Lexington Ave.
New York 17, NY

OR

The Advertising Federation of America
655 Madison Ave.
New York 21, NY

COMPLETE 2 OF THE FOLLOWING ACTIVITIES:

1. You are interested in a career in advertising. Write a letter to one of the 2 places given, asking for information about this career. Show your teacher before you mail it.
2. You would like to work in the advertising field, what area would you like to specialize in? Research and write a two page paper on the area.
3. Complete the word search.

WHEN YOU HAVE COMPLETED THE ACTVITIES TAKE THEM TO YOUR YOUR TEACHER .....